

Charleston School District

75 Calhoun Street
Charleston, SC 29401

Grades	PK-12 District	
Enrollment	42,215 Students	
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	Below Average	Average
2006	Below Average	At-Risk
2005	Good	Below Average
2004	Good	Average

* The District's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

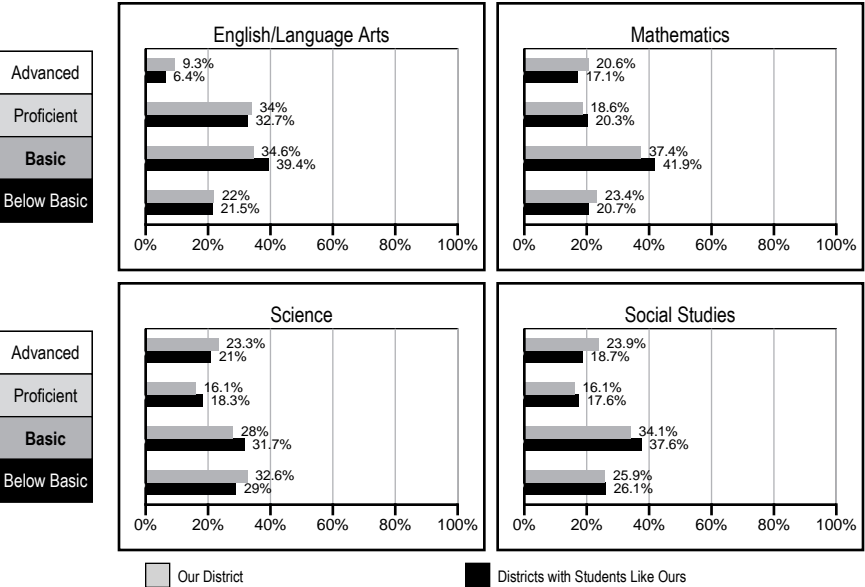
95.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	14	2	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	75.1	77.8	79.8	76.8	81.4	83.5
Passed 1 subtest	11.7	12.3	11.0	10.8	10.5	9.3
Passed no subtests	13.3	9.9	9.2	12.4	8.1	7.6

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	71.5	75.7
English 1	65.0	67.0
Physical Science	59.7	56.5
All Subjects	66.0	67.4

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=42,215)				
First graders who attended full-day kindergarten	98.5%	Up from 97.3%	98.6%	98.9%
Retention rate	4.9%	Down from 5.1%	3.1%	4.0%
Attendance rate	95.2%	No Change	95.8%	95.6%
Eligible for gifted and talented	15.4%	Down from 15.7%	15.8%	11.4%
With disabilities other than speech	7.9%	Up from 7.5%	10.1%	10.5%
Older than usual for grade	5.7%	Up from 3.0%	3.1%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.9%	Up from 3.7%	1.0%	0.8%
Enrolled in AP/IB programs	21.5%	Up from 16.9%	15.0%	10.3%
Successful on AP/IB exams	N/A	N/A	46.2%	56.0%
Eligible for LIFE Scholarship	31.5%	Up from 26.3%	33.1%	31.1%
Enrolled in adult education GED or diploma programs	160	Down from 211	84	48
Completions in adult education GED or diploma programs	155	Down from 171	46	27
Annual dropout rate	2.7%	Down from 3.9%	3.4%	3.8%
Teachers (n=3282)				
Teachers with advanced degrees	54.9%	Up from 54.1%	55.8%	54.8%
Continuing contract teachers	69.0%	Down from 72.0%	76.7%	73.9%
Teachers with emergency or provisional certificates	6.0%	Up from 5.5%	3.4%	5.0%
Teachers returning from previous year	87.5%	No Change	90.4%	88.8%
Teacher attendance rate	95.4%	No Change	95.2%	94.9%
Average teacher salary	\$44,354	Up 4.4%	\$46,496	\$45,107
Vacancies for more than nine weeks	0.9%	Down from 1.0%	0.3%	0.5%
Professional development days/teacher	13.0 days	Down from 16.3 days	14.9 days	15.2 days
District				
Superintendent's years at district	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 19.0 to 1	20.9 to 1	20.2 to 1
Prime instructional time	89.5%	Up from 89.4%	89.5%	89.1%
Dollars spent per pupil*	\$9,413	Up 4.1%	\$8,154	\$8,666
Percent of expenditures for teacher salaries*	52.3%	Down from 52.6%	53.6%	53.1%
Percent of expenditures for instruction*	54.7%	Down from 55.2%	57.3%	56.5%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	92.6%	Down from 95.6%	99.0%	98.2%
Number of schools	80	No Change	15	9
Number of magnet schools	12	No Change	0	0
Portable classrooms	10.1%	Up from 8.9%	6.2%	4.3%
Average age in years of school facilities	40 Years	No Change	22 Years	26 Years
Number of schools with SACS accreditation	15.0	Up from 13.0	14.0	8.0
Average administrator salary	\$74,027	Up 2.4%	\$77,220	\$76,032

* Prior year audited financial data are reported.

CHARTER SCHOOLS IN THIS DISTRICT

School Name	Absolute Rating	Improvement Rating	Adequate Yearly Progress
Charleston Development Academy Charter	Below Average	At-Risk	Not Met
East Cooper Montessori Charter (ELEM.)	Good	At-Risk	Met
East Cooper Montessori Charter (MIDDLE)	Good	Average	Met
Greg Mathis Charter High	At-Risk	Below Average	Not Met
James Island Charter High	Excellent	Good	Not Met
Susan G. Boykin Academy	At-Risk	At-Risk	Not Met
Orange Grove Charter	Average	Good	Not Met
Sea Island Youthbuild Charter	N/A	N/A	Not Met

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	2167	93.4%	8237	69.3%	2423	73.0%	Yes
Gender							
Male	1024	91.4%	3974	67.8%	1141	69.6%	N/A
Female	1142	95.3%	4247	70.9%	1252	77.7%	N/A
Racial/Ethnic Group							
White	940	98.5%	3431	90.4%	986	84.4%	N/A
African American	1129	89.3%	4322	52.5%	1297	65.8%	N/A
Asian/Pacific Islander	47	100.0%	157	88.5%	50	90.0%	N/A
Hispanic	35	80.0%	280	56.8%	43	55.8%	N/A
American Indian/Alaskan	N/A	N/A	14	92.9%	N/A	N/A	N/A
Disability Status							
Disabled	180	46.7%	675	38.4%	217	52.1%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	23	87.0%	227	53.3%	31	51.6%	N/A
Socio-Economic Status							
Subsidized meals	925	88.8%	3840	52.1%	1021	63.9%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	93.4%	94.4%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	2423	880
Number of Diplomas	1769	651
Rate	73.0%	76.7%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	489	488	493	491	476	479	982	979		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	18.7	19.7	19.5	20.4	19.7	20.3	19.5	20.0	19.5	20.2
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

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School District Governance

Board Membership	9 trustees elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	35.4 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

Dear Charleston County School District (CCSD) Parents and Community Members:

Three years ago, the Charleston Plan for Excellence (CPE) changed the culture of Charleston County and its public schools. It transformed us into a district where every employee is driven by excellence—for themselves, the organization, and most of all, every child we serve. Highlights from the 2007-2008 school year—my first as Superintendent—exemplify how we're taking the blueprint of the CPE to a new level, which we're calling Charleston Achieving Excellence. This action-oriented vision infuses our district with innovation, technology, a portfolio of school choices, and community partnerships that promote student achievement like never before.

We know that world-class teachers and principals are the best predictors of student success, which is why we have worked hard to find and retain the best educators possible. At the beginning of this school year, only 22 of our over 3,500 teaching positions were vacant—as compared to 90 the previous year. And we hire quality, not just quantity. Our teachers have earned countless accolades, and we have nearly 350 Board Certified teachers district-wide—the third-highest number in the state. At the heart of every thriving school lies a successful principal, so we match the skills and interests of our principals—among the brightest you will find anywhere—with school and student needs. In the last three years, we've put new, highly-qualified principals in over half of our schools to ensure that every school has an effective leader at its helm.

Our students learn to the highest of standards in safe, state-of-the-art facilities. By the start of the school year, all teachers were trained on CCSD's "coherent curriculum," which ensured that every child was being taught to the same high standards. Our schools are safer than ever. Discipline referrals in our high schools are down 30% from last year, and offenses have been reduced at all levels thanks to innovative programs like "Positive Behavioral Interventions and Supports;" school-wide discipline plans; and advanced classroom management strategies. We have adopted strict Capital Improvement guidelines to ensure that all new schools are designed according to sophisticated 21st Century standards, and are currently involved in a major effort to design 18 new schools.

Our children are reaping the benefits of these efforts. CCSD continues to lead the state in the number of Palmetto Awards earned, and U.S. News & World Report and Newsweek consistently rank three of our high schools among the best in the nation. In 2007, our students earned \$36,323,201 in scholarships—a 9% increase over the previous year. They did better than ever on the state's high school assessment exam, and our seniors improved their SAT scores.

We plan to increase these numbers, and the rates of our students graduating from high school and going to college, significantly in the coming years. Our children- your children- deserve it, and our economy demands it. With Charleston Achieving Excellence, together with you, we can make it happen.

Dr. Nancy J. McGinley, Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 27 out of 37 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

Corrective Action

The district missed AYP for four years. Sanction: The district implements corrective action(s).

Title I Schools' School Improvement Status

School	Status	School	Status
Baptist Hill High	R	St James-Santee Elementary	CSI
North Charleston High	R	Memminger Elementary	NI
Burke High	R	Midland Park Elementary	R
Military Magnet Academy	CSI-DELAY	Mitchell Elementary	R
R B Stall High	CA	Morningside Middle	R
Alice Birney Middle	R	North Charleston Elementary	R
Brentwood Middle	R	Malcolm C Hursey Elementary	RP-HOLD
Chicora Elementary	NI	Matilda Dunston Elementary	CA-HOLD
Fraser Elementary	CA	Edith Frierson Elementary	NI
Edmund A Burns Elementary	CA	R D Schroder Middle	R
Jane Edwards Elementary	CSI	James Simons Elementary	NI
Mary Ford Elementary	NI	Mcclellanville Middle	NI
W B Goodwin Elementary	RP	Charleston Progressive	NI
Haut Gap Middle	R	Susan G. Boykin Academy	CSI
Ladson Elementary	NI		

The Charleston School District consists of 80 public schools with 29 of these schools, or 36.2%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

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I/S--Insufficient Sample

PACT Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	17920	99.9	21.9	34.6	34.2	9.3	53.5	48.2	Yes	Yes
Gender										
Male	9188	99.9	26.9	36.0	30.6	6.5	47.3	41.7	N/A	N/A
Female	8732	99.9	16.6	33.2	37.9	12.2	59.9	55.0	N/A	N/A
Racial/Ethnic Group										
White	7822	100.0	6.7	25.5	50.3	17.5	77.6	60.0	Yes	Yes
African American	8880	99.9	35.1	42.9	19.9	2.1	32.1	31.7	No	Yes
Asian/Pacific Islander	226	99.6	10.5	18.2	47.8	23.4	75.1	70.4	Yes	Yes
Hispanic	865	99.9	32.4	39.3	25.4	2.8	41.9	38.4	No	Yes
American Indian/Alaskan	48	100.0	12.2	36.6	43.9	7.3	73.2	47.0	Yes	Yes
Disability Status										
Disabled	1902	99.7	59.8	25.1	11.4	3.7	20.4	16.0	No	Yes
Migrant Status										
Migrant	11	100.0	18.2	63.6	18.2	N/A	36.4	38.1	N/A	N/A
Limited English Proficient										
Limited English	840	99.8	33.6	38.4	24.9	3.1	40.0	36.6	No	Yes
Socio-Economic Status										
Subsided meals	9273	99.9	35.0	42.2	20.6	2.2	33.0	34.0	No	Yes
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)										
All Students	17920	100.0	23.5	37.4	18.7	20.4	49.7	45.8	Yes	Yes
Gender										
Male	9188	99.9	24.9	35.6	18.3	21.2	49.5	45.6	N/A	N/A
Female	8732	100.0	21.9	39.4	19.2	19.5	49.9	45.9	N/A	N/A
Racial/Ethnic Group										
White	7823	100.0	6.5	29.4	26.8	37.2	75.6	59.0	Yes	Yes
African American	8879	99.9	38.7	44.6	11.6	5.0	26.2	26.9	No	Yes
Asian/Pacific Islander	226	99.6	5.7	21.1	22.5	50.7	78.9	71.3	Yes	Yes
Hispanic	865	99.9	30.4	42.1	14.9	12.6	40.3	38.1	No	Yes
American Indian/Alaskan	48	100.0	9.8	41.5	24.4	24.4	61.0	46.2	Yes	Yes
Disability Status										
Disabled	1901	100.0	57.1	28.2	8.3	6.3	20.2	17.1	No	Yes
Migrant Status										
Migrant	11	100.0	18.2	63.6	9.1	9.1	45.5	32.5	N/A	N/A
Limited English Proficient										
Limited English	840	99.8	30.6	40.1	15.0	14.3	40.1	38.1	No	Yes
Socio-Economic Status										
Subsided meals	9272	99.9	37.9	43.7	12.3	6.0	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
Science										
All Students	11896	99.9	32.6	28.2	16.1	23.1	39.2	35.7	96.0	96.1
Gender										
Male	6069	99.9	33.1	26.1	15.4	25.4	40.8	37.4	95.8	96.0
Female	5827	99.9	32.0	30.4	16.8	20.8	37.6	33.8	96.1	96.3
Racial/Ethnic Group										
White	5169	99.9	9.9	23.6	22.8	43.6	66.4	49.2	96.1	96.0
African American	5931	99.8	52.8	31.9	10.2	5.1	15.3	17.0	95.8	96.2
Asian/Pacific Islander	139	100.0	12.7	23.8	17.5	46.0	63.5	58.0	97.3	97.3
Hispanic	576	99.8	38.7	35.3	13.3	12.7	26.0	24.9	96.2	96.5
American Indian/Alaskan	34	100.0	13.3	20.0	26.7	40.0	66.7	37.4	95.7	94.6
Disability Status										
Disabled	1275	99.7	61.3	22.2	8.1	8.5	16.6	14.0	94.7	95.1
Migrant Status										
Migrant	9	I/S	I/S	I/S	I/S	I/S	I/S	21.9	96.2	96.4
Limited English Proficient										
Limited English	556	99.8	39.2	34.3	13.1	13.5	26.5	24.4	96.3	96.8
Socio-Economic Status										
Subsided meals	6154	99.8	51.5	31.4	10.5	6.6	17.1	21.1	95.5	95.6

Social Studies										
All Students	11867	99.9	25.8	34.0	16.4	23.8	40.2	34.0	96.0	96.1
Gender										
Male	6107	99.9	26.2	31.9	15.8	26.2	42.0	36.6	95.8	96.0
Female	5760	100.0	25.5	36.3	17.0	21.3	38.3	31.3	96.1	96.3
Racial/Ethnic Group										
White	5229	100.0	8.8	27.9	21.3	42.0	63.3	44.5	96.1	96.0
African American	5859	99.9	41.7	39.2	11.7	7.4	19.1	19.1	95.8	96.2
Asian/Pacific Islander	144	100.0	5.1	20.6	23.5	50.7	74.3	58.9	97.3	97.3
Hispanic	555	100.0	28.7	42.0	15.6	13.7	29.3	27.5	96.2	96.5
American Indian/Alaskan	26	100.0	20.0	40.0	15.0	25.0	40.0	32.7	95.7	94.6
Disability Status										
Disabled	1254	99.8	50.9	30.8	10.3	7.9	18.2	14.4	94.7	95.1
Migrant Status										
Migrant	5	I/S	I/S	I/S	I/S	I/S	I/S	22.6	96.2	96.4
Limited English Proficient										
Limited English	531	100.0	29.7	38.5	16.3	15.6	31.9	27.3	96.3	96.8
Socio-Economic Status										
Subsided meals	6109	99.9	40.7	39.2	12.2	7.9	20.1	21.0	95.5	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	3137	99.8	13.5	28.4	46.9	11.2	58.1
	4	2932	99.8	16.8	35.0	41.8	6.5	48.3
	5	2980	99.9	21.6	41.1	34.4	2.8	37.3
	6	2874	99.8	27.2	37.8	26.8	8.3	35.1
	7	3054	99.9	30.3	37.3	28.1	4.3	32.4
2008	8	3205	100.0	29.7	43.2	23.6	3.5	27.1
	3	3240	99.8	12.8	25.3	44.2	17.6	61.8
	4	3083	99.9	18.1	31.2	43.8	6.9	50.7
	5	2925	100.0	21.3	41.5	32.4	4.8	37.2
	6	2926	100.0	25.9	33.8	30.0	10.3	40.3
2008	7	2754	99.9	25.2	40.0	28.3	6.5	34.8
	8	2992	100.0	29.4	37.5	24.6	8.6	33.1
Mathematics								
2007	3	3136	100.0	19.6	43.7	21.7	15.0	36.7
	4	2932	99.9	19.0	32.7	21.7	26.6	48.3
	5	2980	100.0	19.3	41.7	18.5	20.5	39.0
	6	2874	100.0	21.9	38.1	21.9	18.1	40.0
	7	3053	99.9	24.2	40.6	16.5	18.7	35.2
2008	8	3205	99.9	35.9	43.4	13.7	7.0	20.7
	3	3241	99.9	21.3	38.6	18.4	21.7	40.1
	4	3083	100.0	19.7	32.7	21.0	26.7	47.7
	5	2925	100.0	21.0	32.9	23.7	22.4	46.1
	6	2925	100.0	25.9	32.4	18.9	22.8	41.7
2008	7	2754	99.9	22.2	41.6	16.2	20.0	36.2
	8	2992	100.0	30.8	46.5	14.2	8.4	22.6
Science								
2007	3	1581	100.0	34.6	32.2	22.9	10.3	33.3
	4	2931	99.9	35.0	25.8	19.2	19.9	39.1
	5	1517	99.9	37.3	25.8	15.0	21.9	36.9
	6	1437	99.8	38.4	26.9	15.2	19.6	34.8
	7	3052	99.7	34.8	28.5	16.4	20.3	36.7
2008	8	1599	99.9	36.7	35.1	12.8	15.4	28.2
	3	1616	100.0	26.9	29.8	25.5	17.8	43.3
	4	3083	100.0	30.9	26.8	17.4	24.9	42.3
	5	1470	99.8	37.5	24.5	14.0	23.9	38.0
	6	1476	99.7	42.8	18.8	12.8	25.6	38.3
2008	7	2753	99.9	28.5	35.1	12.7	23.8	36.5
	8	1498	99.7	35.0	29.5	14.7	20.8	35.5
Social Studies								
2007	3	1570	100.0	11.9	36.8	30.1	21.2	51.3
	4	2931	99.8	20.5	35.9	21.5	22.1	43.5
	5	1501	99.9	32.6	33.1	14.6	19.7	34.3
	6	1445	99.9	17.0	39.2	21.7	22.1	43.8
	7	3051	99.8	38.1	32.1	11.4	18.3	29.7
2008	8	1605	99.9	31.6	52.1	11.0	5.4	16.4
	3	1620	99.9	13.2	35.1	22.7	29.0	51.7
	4	3081	99.9	21.0	34.2	19.6	25.2	44.8
	5	1460	100.0	27.8	30.4	15.4	26.4	41.8
	6	1468	99.9	18.7	32.4	16.9	31.9	48.8
2008	7	2746	99.9	39.0	29.7	9.4	21.9	31.3
	8	1492	100.0	30.4	45.2	16.0	8.5	24.5

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)										
All Students	3062	99.2	11.7	27.0	30.7	30.6	70.7	69.7	Yes	Yes
Male	1535	99.1	14.7	28.1	29.6	27.7	66.6	64.6	N/A	N/A
Female	1527	99.3	8.7	26.0	31.8	33.5	74.8	74.8	N/A	N/A
White	1277	99.6	2.5	13.2	29.7	54.6	90.1	81.7	Yes	Yes
African American	1607	98.9	18.7	39.2	31.6	10.4	54.7	53.6	Yes	Yes
Asian/Pacific Islander	59	100.0	8.8	12.3	21.1	57.9	84.2	83.1	Yes	Yes
Hispanic	96	96.9	21.7	25.3	31.3	21.7	60.2	59.7	Yes	Yes
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	360	99.2	47.8	33.2	14.3	4.7	26.5	25.2	No	Yes
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	73	97.3	29.5	29.5	27.9	13.1	50.8	47.3	No	Yes
Subsized meals	1386	99.0	19.6	40.8	30.0	9.6	52.3	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	3062	99.0	15.7	27.8	29.7	26.7	66.9	67.2	Yes	Yes
Male	1535	98.9	16.5	27.4	27.6	28.5	67.2	66.3	N/A	N/A
Female	1527	99.1	14.9	28.3	31.8	24.9	66.7	68.0	N/A	N/A
White	1277	99.6	3.8	13.8	33.5	48.9	88.6	79.6	Yes	Yes
African American	1607	98.6	25.7	39.8	26.5	8.0	48.8	49.7	No	Yes
Asian/Pacific Islander	59	100.0	3.5	8.8	22.8	64.9	87.7	88.7	Yes	Yes
Hispanic	96	96.9	20.5	31.3	32.5	15.7	57.8	60.0	Yes	Yes
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	360	98.9	57.9	23.7	13.2	5.3	25.4	23.8	No	Yes
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	73	97.3	21.3	31.1	29.5	18.0	57.4	54.9	Yes	Yes
Subsized meals	1386	98.8	26.8	39.5	26.0	7.7	47.9	53.1	No	Yes

Physical Science (End-of-Course Performance by Group)

All Students	2458	90.6	50.6	15.5	10.6	13.9	N/A	N/A	N/A	N/A
Male	1169	89.6	47.0	13.8	11.8	16.9	N/A	N/A	N/A	N/A
Female	1289	91.6	53.8	17.1	9.5	11.2	N/A	N/A	N/A	N/A
White	1089	94.8	27.5	22.2	18.5	26.5	N/A	N/A	N/A	N/A
African American	1226	87.1	72.3	9.7	3.4	1.7	N/A	N/A	N/A	N/A
Asian/Pacific Islander	54	98.1	22.2	22.2	13.0	40.7	N/A	N/A	N/A	N/A
Hispanic	72	83.3	55.6	8.3	6.9	12.5	N/A	N/A	N/A	N/A
American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	204	82.4	70.1	7.4	2.9	2.0	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	57	82.5	54.4	8.8	10.5	8.8	N/A	N/A	N/A	N/A
Subsized meals	1070	85.4	70.6	8.8	3.9	2.1	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	3014	99.1	10.2	25.9	31.2	32.7	73.8	70.7
	2008	3062	99.2	11.7	27.0	30.7	30.6	70.7	69.7
Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)									
All Students	2007	3014	98.9	19.1	26.4	25.6	28.8	63.6	62.2
	2008	3062	99.0	15.7	27.8	29.7	26.7	66.9	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data